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ABSTRACT

This packet is designed to help give inservice training on the topic of individualizing bilingual and ESL instruction. It is hoped that the packet will minimize the preparation time needed and will allow inservice trainers to benefit from the experience of other staff members. The first section of the packet consists of an introduction to individualized instruction, and includes suggestions for familiarizing teachers with the topic. Independent Learning Activities (ILA's) and Learning Centers are defined and discussed in the second section, and the construction of an ILA is outlined in the third section. A bibliography citing books and articles in individualized instruction is included, as well as handouts to be used in inservice sessions. The latter are on the topics of the past tense of irregular verbs, telling time, and making change. Four transparencies to be used in inservice sessions conclude the packet. (CLK)

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Handout Series
Teacher-Training
In-Service No. 2
(Individualization)

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T E A C H E R - T R A I N I N G I N - S E R V I C E P A C K E T

Individualizing Bilingual/ESL Instruction

prepared by Tom Bauder

Dear Teacher-Trainer:

This packet has been prepared to help you give in-services on the topic of Individualizing Bilingual/ESL Instruction. Hopefully, this packet will enable you to:

a. cut down on the preparation time needed to get ready for the in-service.

b. benefit from the experiences other staff members have had when they have given the same in-service.

This packet contains the proposed content of the in-service - a manual which not only suggests what you can say to the audience but also some things you can do with the audience.

In addition, we have enclosed handouts and visuals. There should be enough material here for a two-hour in-service.

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GAME PLAN

I. INTRODUCTION TO THE TOPIC - Here are three ways you might introduce the topic of individualization:

A. Ask questions that should start the audience talking about the topic. Some of the following questions could be employed:

1. Does anyone here use individualized instruction in his class? (if yes) Can you tell us about it?

   a. How does it work?
   b. What subjects are individualized?
   c. What materials do you use?
   d. Anyone else like to comment about individualization?

2. How many know what individualization is?

   a. Can you tell us about it?
   b. How is it used?
   c. Do you like it?
   d. Anyone else like to comment about individualization?

3. Each year or so, new trends in education surface and create both excitement and contraversy. Individualization is one of these trends.

   a. Are you familiar with the reasons why some educators are excited about the idea of individualization?
   b. Can you share some of these reasons with the group?
   c. How about the other side of the coin, why do some people dislike the idea of individualization?
   d. How do <u>you</u> feel?

B. Assign ILA's (Independent Learning Activities) to the group. The Pragmatix Cards are particularly good for this. Let the audience perform the tasks required and then talk about what they did. This is a good way to begin a discussion.

C. Use the more formal introduction found below:

Almost all teachers agree that students don't learn at the same pace. Because this is so, it is commonly thought that presentations to the whole class are ineffective. About one-fourth of the students will be bored because the teacher goes too slow for them, another one-fourth will be frustrated and confused because the teacher goes too fast for them, and, consequently, the teacher will be "teaching" only the remaining half of the class. Almost everybody believes this, but still we aren't doing all that we could to enable our students to learn at their own rate. We still do a lot of large-group presentations, expecting each student to learn what we teach them at the pace we set, even when we know they can't.

How can we avoid this contradiction? Individualization and group work are two useful strategies.

Again, most of us agree with the concept of individualization, but we often feel that there's just too much work involved in setting up an individualized classroom. That's right! Individualization is a lot of work, but there's a big payoff, too.

A lot of work is required, especially in the beginning. Activities and learning centers have to be set up. Worksheets have to be made. Plans have to be worked out. Once this is done, however, the teacher may find himself free to talk to his students -- get to know them and find out what they want to learn. His main job may well be to find material his students can use and then turn them loose with it. He may find he can just get out of the way and let his students learn.

Here are some reasons why individualization is important:

a. Good teaching doesn't always mean good learning. In many classes the teacher does all the work, while the students just sit there vacantly.
b. Ten minutes in conference may stimulate more learning than a class lecture.
c. Students need constant feedback. If you confer with your students one at a time while the rest are busy with individual projects, you can give each the feedback he needs.
d. We tend to learn best what we teach to someone else. Student peer teaching is a small-group activity that pays off for everyone involved.

(TRANSPARENCY I)

There are various ways to individualize instruction. One way is to break the class into groups. A way to do this is to make the room into several different learning centers, each with preplanned activities. This is easy to do if some or all of the students can read. Simply write the instructions for the students and put the instructions in a folder, which is left there on the table at the center. The students need only sit down, read the directions and perform the task outlined by the teacher. This can be done with no outside supervision, once the students get into the routine.

It's a good idea to include some way for the students to check their own or each others' work as they finish. This provides immediate feedback and gives the students a sense of accomplishment. Answer sheets, pages where answers can be found, or other sources of information are most helpful here.

You needn't change your entire class to learning centers overnight. One way to introduce learning centers without creating too much confusion would be to start with one center, perhaps reading. Let the students go to it by groups. When it seems to be working smoothly, start a second, perhaps composition. Then you're on your way.

II. DEFINITION OF TERMS AND DEMONSTRATION OF ILA'S - Discuss and demonstrate any or all of the following sub-topics:

A. Definitions and explanations:

1. ILA - Independent Learning Activities (ILA's) are only one of many types of exercises being developed today to individualize the foreign language classroom. An ILA is a complete, self-contained lesson which allows each student to proceed at his own pace through an exercise independently of the rest of the class. ILA's can be used as either individual or small group exercises. Because students are given the freedom to work at their own speed, individual learning styles can be encouraged by employing ILA's. In addition, diagnosis by the teacher and careful selection of materials can allow students to work in those areas in which they need special practice. ILA's can be employed to introduce new material or to reinforce material already presented in large group instruction.

2. Learning Center - Learning Centers are designated places in the room where the students go to work on a particular activity or subject. They can be for one student or for a small group. Usually instructions for the students are written (or recorded) by the teacher ahead of time. This way, the students can go to the Learning Center and perform the preplanned activity at his own speed without needing the teacher to tell him what to do. Below are some Centers you could set up in your class:

(TRANSPARENCY 2)

a. Reading

b. Composition

1. grammar exercises
2. writing gimmick box

c. Conversation

1. story telling to peers or to tape recorder
2. pronunciation
3. discussions

d. Listening Comprehension

1. listen to tapes and records

e. Teacher Conferences

f. Games and Free Time Activities

F2h7E

3. Ways to give directions for ILA's

   a. on tape

   b. on paper (written)

   c. pictures

   d. verbal explanation, especially for games

   (Follow-Up Activity - show different ILA's to the class that use these different kinds of directions.)

B. Kinds of ILA's

(TRANSPARENCY 3)

1. Commercially prepared materials as ILA's - Although a lot of work is required of the teacher, he doesn't have to do everything. Lots of commercially-made worksheets, flashcards, educational games and previously made materials can be easily adapted to learning center use. SRA Reading Kits are one example. Another would be a picture file at the composition center in which the student would be asked to choose one picture that he likes and to write a story for it. Thus, everything doesn't have to be brilliantly creative in a learning center. Traditional teacher standbys can be used in new ways here. Flashcards and even reading selections in textbooks can easily be turned into ILA's. You could, for example, make a very simple ILA which would say something like, "Open your reading book to page 119. Read the story that goes from page 119 to 125. Then answer the questions on page 126." Thus, a textbook can become part of an individualized reading center.

   Here are some easily obtainable activities that can help make up learning centers:

   a. commercially-prepared

      1. SRA Kits
      2. games, crossword puzzles
      3. flash cards - for pairs of students or small groups
      4. DPR Publishers - Pragmatix Cards

      (Follow-Up Activity - Show these materials and give directions for activities using any or all of them.)

   b. teacher-made ILA's

      1. seatwork dittos
      2. magic box

3. correct homework station - group leader has the correct answers
4. real world tasks: interviews, obtaining specific information (asking for prices at drug store)
5. making maps and charts
6. daily news show - students are given time each day to prepare this. Each person gets the information he needs to perform his part. Some characters could be:

   a. anchorman
   b. weatherman
   c. sportscaster
   d. world news
   e. school news
   f. class news
   g. daily joke
   h. interviewer

(Follow-Up Activity - Demonstrate different ILA's to the class that fall into these different categories.)

III. MAKING AN ILA - Demonstrate and discuss any or all of the following sub-topics:

A. Characteristics of a good ILA:

1. a complete and carefully sequenced lesson

2. simple and easy to follow directions for the student so he works on the exercise without the teacher showing him how. Adequate directions will allow a student to select an ILA and complete it with minimum supervision.

3. manipulative activities - Students tend to enjoy and, therefore, complete more accurately, activities that require them to do something other than just read a selection and answer questions.

4. group interaction - One of our overall goals is to develop positive peer relationships. One way to do this is to have students teach other students. ILA's lend themselves to this.

5. real world tasks - Instead of having the students work in the imaginary and sterile world of the textbook, ILA's should require them to function in the world outside the classroom. One simple way to do this is to have the students make telephone calls requesting information from stores, movies, etc.

6. a self-correcting segment - An answer sheet or a tape containing acceptable responses allows the student to evaluate his own performance when he finishes the ILA.

B. The Three Steps In ILA Construction:

(TRANSPARENCY 4)

1. Diagnosis - Identify one item the student may need to learn. For example, the use of do in yes-no questions.

2. Prescription - Make an interesting, easy activity

   a. Identify discrete learning steps from entering to exit points.
   b. Write an objective for the exercise. Include the minimum acceptable performance (6 out of 10 for example).
   c. Write simple, easy instructions. Include each step necessary to get from entering to exit points.
   d. Include a way to evaluate the exercise.

      1. self-correcting
      2. corrected by peers
      3. teacher corrected

3. Testing, Retesting and Record Keeping - Record the results on a student file or flow chart.

Follow-Up Activity:

a. Use the four enclosed ILA's developed by the Center ILA Committee. Read through the instructions and show how they are written in simple, clear English.

b. Ask each of the participants to think of one short lesson they could use in class and devise an ILA to practice the lesson.

C. Instructions for the Teacher - Look on the back of any or all of the four ILA's completed by the committee. So that an ILA can be used with different students at different times, certain information should be included. This information is:

1. Purpose and objective: What will the students do with the ILA?

2. Grammatical Structure or Grammatical Point Practiced: Past tense, etc.

3. Type of ILA: Fill-in-the-Blanks, Completion, Writing Exercise, Math, etc.

4. Keyed to Books: If the student is using any of the books listed here, the ILA will probably be useful to him. When possible, we have included the volume and page for easy reference.

5. Before doing this activity, the students should know: (here we list the grammatical skills needed to complete the exercise)

6. New Vocabulary: Any words the student is likely not to know and which should be taught before the exercise is done should be listed here.

7. ___ This ILA can be assigned without previous explanation by the teacher.
___ This ILA should be explained by the teacher before it can be assigned.

(Check one of the above.)

8. Additional Materials needed: glue, crayons, scissors, etc.

9. Variations: List here any activities related to the exercise that could be done as follow-up exercises.

10. In addition to the above information, five things are printed sideways on the back of the ILA. We figured that the ILA's would be stored in a folder sideways, so this information could be read easily without having to take the ILA out of the folder. (Neat, hey?)

This information is:

ILA Number ___ Grammatical Point ___ Individual ___ Group Age of Students ___ Level ___

Follow-Up Activity: Make a ditto asking for all this information and give it to the group members to fill out based on the ILA they wrote earlier. (See Part A).

IV. CONCLUSION - What does the teacher do while all the students are working on ILA's?

The teacher's job in an individualized classroom is somewhat different than his job in a class where whole-class presentation goes on. In an individualized class the teacher must obtain materials, write out the directions for learning activities, confer with the students about their problems and progress, diagnose and prescribe, organize the class and keep it moving smoothly, and keep records of who has done what and who should do what next either in student charts, student files or a flow chart.

We are not necessarily advocating that every class be individualized all the time. Perhaps some should. Perhaps some shouldn't. It might be a good idea, however, to try to individualize part of the day or one day a week, just to see what happens. You may be very pleasantly surprised by what happens when you step aside and let your students teach each other or learn by themselves.

Many of us like to teach because we feel needed and important in the classroom. In an individualized setup, we may feel less needed, at least for a while. Rewards, or "strokes" in transactional terms, are more subtle and may even be different in an individualized classroom, but they are there. And when you see how well your students are learning, how much they are capable of doing, you'll start to think: "Huh! I made this all possible. How's that for a stroke!"

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ILA Number 1 PAST TENSE OF IRREGULAR VERBS
Number of Students: 1
YOU WILL NEED: a pencil

FOLLOW THESE DIRECTIONS:

1. Complete the story with the correct verb. Use the past tense.

LAST SUNDAY WE _____ (1. go) ON A PICNIC.

WE _____ (2. go) TO A BEAUTIFUL PARK. IT _____ (3. is)

A HOT DAY. WE _____ (4. do) LOTS OF THINGS.

WE _____ (5. swim) IN THE WATER. WE _____ (6. eat) HOT

DOGS. WE _____ (7. drink) COKES. WE _____ (8. see) SOME

ANIMALS. THERE _____ (9. are) SOME BLACK ANTS

THERE. THEY _____ (10. are) HUNGRY, TOO. I _____ (11. put)

A PIECE OF BREAD ON THE GROUND. THE

ANTS _____ (12. eat) IT. WE _____ (13. eat) OUR LUNCH

AND SO _____ (14. do) THE ANTS. THE ANTS AND

WE _____ (15. are) HAPPY AT THE PICNIC.

2. Finished? Good. Now look at the answer key on the back and correct your work.

LEVEL: Intermediate

FOR STUDENTS AGE 10 and up

[X] INDIVIDUAL
[X] GROUP

PAST TENSE OF IRREGULAR VERBS

ILA 1

TEACHER'S SIDE

ILA Number 1. PAST TENSE OF IRREGULAR VERBS
Writer: Linda Day

1. Purpose: The students will complete the story by writing in the past tense of the verbs in parentheses.

2. Grammatical Structure Reviewed: Past tense of the irregular verbs listed in the answer key below.

3. Type of ILA: Fill-in-the-blanks

4. Keyed to Books: a. EFT 1 (23)
b. Let's Learn English II (21)
c. Absorbing English III (7)

5. Before doing this activity the studnets should know:
a. The past tense of the irregular verbs listed below

6. New Vocabulary: cokes, ground

7. a. __X__ This ILA can be assigned without previous explanation by the teacher.

b. _____ This ILA should be explained by the teacher before it can be assigned.

8. Additional Materials needed: none

9. Variations:

a. When the student finished the ILA, he could make up questions about the story to ask the next student who does the ILA.

b. The student could record the story on a tape and then play it for another student as a dictation.

ANSWER KEY

1. went	6. ate	11. put
2. went	7. drank	12. ate
3. was	8. saw	13. ate
4. did	9. were	14. did
5. swam	10. were	15. were

ILA NUMBER 2 TELLING TIME

NUMBER OF STUDENTS: 1

YOU WILL NEED: a pencil

FOLLOW THESE DIRECTIONS:

1. Look at the clock in each sentence.
2. Write the time on the clock for each sentence.

1. I GET UP AT _____.

2. I HAVE BREAKFAST AT _____.

3. I GO TO SCHOOL AT _____.

4. I HAVE LUNCH AT _____.

5. I GO HOME AT _____.

3. Finished? Good. Now look at the answer key on the back and correct your work.

ILA 2 TELLING TIME [X] INDIVIDUAL [ ] GROUP FOR STUDENTS AGE any age LEVEL: Intermediate

TEACHER'S SIDE

ILA Number 2. TELLING TIME
Writer: Gladys Bauder

1. Purpose: The student will write the time shown on each of the five clocks.

2. Grammatical Structure Reviewed: I get up at 6 o'clock.

3. Type of ILA: Fill-in-the-blanks

4. Keyed to Book: a. EFT I (18)
b. Let's Learn English I (14)
c. Absorbing English II (11)

5. Before doing this activity the students should know:

a. How to tell time.
b. statements like: "I get up at 6 o'clock."

6. New Vocabulary: time, clock, o'clock

7. a. _X_ This ILA can be assigned without previous explanation by the teacher.

b. ____ This ILA should be explained by the teacher before it can be assigned.

8. Additional Materials Needed: none

9. Variations:

a. The student could record the sentences on a tape when he finishes and then play the tape for another student as a dictation.

b. The student could rewrite the sentences as
1. yes-no questions: "Do I get up at 8 o'clock?"
2. wh questions: "When "what time) do I get up?"*
3. third person singular sentences: "José gets up at 7 o'clock.

*He could then ask these questions to another student.

ANSWER KEY

1. I get up at 7 o'clock.
2. I have breakfast at 8 o'clock.
3. I go to school at 8:30 (eight-thirty).
4. I have lunch at 12 o'clock.
5. I go home at 3 o'clock.

ILA Number 3 MAKING CHANGE
Number of Students: 1
YOU WILL NEED: a pencil

FOLLOW THESE DIRECTIONS:

1. Look at this example: I need change for a dollar.
   Please give me four quarters .

2. Now do these:

1. I NEED CHANGE FOR A QUARTER.
   PLEASE GIVE ME THREE _____ AND A _____.

2. I NEED CHANGE FOR A QUARTER.
   PLEASE GIVE ME FIVE _____.

3. I NEED CHANGE FOR A DOLLAR.
   PLEASE GIVE ME TWO _____ AND FIVE _____.

4. I NEED CHANGE FOR A DOLLAR.
   PLEASE GIVE ME THREE _____, TWO _____,
   AND A _____.

5. I NEED CHANGE FOR A DOLLAR.
   PLEASE GIVE ME THREE _____ AND
   FIVE _____.

6. I NEED CHANGE FOR A DIME.
   PLEASE GIVE ME TWO _____.

3. Finished? Good. Now look at the answer key on the back and correct your work.

F247Q

LEVEL: Intermediate

FOR STUDENTS
AGE any age

[X] INDIVIDUAL
[ ] GROUP

MAKING CHANGE

ILA 3

TEACHER'S SIDE

ILA Number 3. MAKING CHANGE
Writer: Mussata Carrozza

1. Purpose: The students will write the names of American coins needed to give change.

2. Grammatical Sturcture Reviewed: I need change for a dollar.
Please give me four quarters.

3. Type of ILA: Fill-in-the-blanks

4. Keyed to Book: EFT 1 (13)

5. Before doing this activity the students should know:

   a. the names of American coins
   b. how to make change

6. New Vocabulary: names of American coins

7. a. __X__ This ILA can be assigned by the teacher without previous explanation.

   b. _____ This ILA should be explained by the teacher before it can be assigned.

8. Additional Materials Needed: none

9. Variations:

ANSWER KEY

1. Please give me three nickels and a dime.
2. Please give me five nickels.
3. Please give me two quarters and five dimes.
4. Please give me three quarters, two dimes and a nickel.
5. Please give me three quarters and five nickels.
6. Please give me two nickels.

TRANSPARENCY 1

(to be made into overhead transparency)

1. Good teaching does not always mean good learning. Teacher does all the work while the student is passive. Learning is an active process.

2. Ten minutes of individual conference may stimulate more learning than a whole class lecture.

3. Students need constant feedback.

4. We learn best what we teach - peer teaching is a good activity. Let the students teach each other.

TRANSPARENCY 2

(to be made into overhead transparency)

Learning Centers

1. Reading - SRA

2. Composition - Grammar Exercises
   Gimmick Box

3. Speaking - Story Telling to Peers
   Story Telling to Tape Recorder
   Pronunciation

4. Listening Comprehension

5. Teacher Conference

6. Games

7. Free Time

TRANSPARENCY 3

(to be made into overhead transparency)

KINDS OF ILA'S

1. Commercially made
   a. SRA
   b. Games - crossword puzzles
   c. flash cards - for groups of two or small groups
   d. Others

2. Teacher-Made
   a. magic box
   b. correct homework - group leader has correct answers
   c. real world tasks - interviews, obtain information, make maps and charts.
   d. daily news show - students given time to prepare this. Includes - anchorman, weatherman, sportscaster, world news, class news, school news, jokes, puns.
   d., Activities for Learning Centers

T R A N S P A R E N C Y 4

(to be made into overhead transparency)

MAKING ILA'S

1. Diagnosis: Identify one item the student may need to learn.

2. Prescription: Make an interesting, easy activity.

   a. Identify discrete learning steps from entering to exiting poings.

   b. Write an objective for the exercise, include minimum acceptable performance (6 out of 10, etc.)

   c. Write simple easy instructions, include each step necessary to get from entering to exit points.

   d. Include a way to evaluate the exercise. Will it be:

      1. self-correcting
      2. corrected by peers
      3. teacher-corrected

3. Testing, retesting - feedback - student file and/or flow chart.